Share the recommendations of the Urban Collaborative review and the actions taken and next steps in addressing the recommendations.
Strategic Plan Alignment

- **Pillar 1:** Standards Aligned, Culturally Competent Guaranteed and Viable Curriculum
- **Pillar 2:** Safe Climate and Strong Relationships with Families and the community
- **Pillar 3:** Effective, Caring, Culturally Competent Teachers, Leaders and Staff
- **Pillar 4:** Data-Informed Decisions Continuous Improvement
The Who, What and Why

### WHO

**Urban Collaborative**
- National Network of over 100 school districts
- Over 20 years of experience providing technical assistance to local education agencies and state departments
- Committed to Improving Outcomes for students with disabilities

### WHAT

**FWPS requested Urban Collaborative conduct an evaluation of our special education systems and services**
- Began Spring of 2018
- Examined data from 2016-2017 academic year
- Visited Schools and Interviewed staff and families
- Surveyed staff and families

### WHY

To use the results of the evaluation to improve:
- our *systems of support* for scholars, families and staff
- our *services and supports* for scholars with disabilities
- our *outcomes* for scholars with disabilities
<table>
<thead>
<tr>
<th>Methodology</th>
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<tbody>
<tr>
<td><strong>Data Collection</strong></td>
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<tr>
<td>✓ Collected district, state, and national data</td>
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<tr>
<td>✓ Examined district documentation</td>
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<td>✓ Interviewed approximately 100 central office and school level staff and families</td>
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<tr>
<td>✓ Observed in 6 schools</td>
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<tr>
<td>✓ Received emails from parents and staff</td>
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<td>✓ Surveys from 306 staff and families</td>
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## Strengths of the System

<table>
<thead>
<tr>
<th></th>
<th>Guaranteed and Viable Curriculum. The district has focused on developing and implementing a GVC.</th>
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<tbody>
<tr>
<td>2</td>
<td>Equity in Advanced Placement Courses. The district has high rates of scholars of color in advanced placement courses.</td>
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<td>3</td>
<td>Racial Equity Work. The district has been engaged in it’s second year (2016-2017) of racial equity work.</td>
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<td>4</td>
<td>Partnerships with Federal Way Police Force. The district has revamped partnership with police and improved collaborative structures.</td>
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<td>5</td>
<td>Curriculum Guides. The district has developed curriculum guides in both English Language Arts and Mathematics to ensure consistency and high quality instruction for all scholars.</td>
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<tr>
<td>6</td>
<td>Special Education Procedural Manual. The district has written and made accessible standard operating procedures for special education processes.</td>
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</table>
1. FWPS has a mission focused on high expectations for all scholars, however, the vision for special education and how it aligns to the district vision is unclear.

2. FWPS’ organizational structure limits collaboration among district departments and communication pathways between the district and schools. In general, staff expressed restrictions in their ability to communicate freely and to act decisively.

3. Student Support Services’ organizational structure does not provide consistent and clear support at the district level and timely customer services for both school staff and families.
4. Federal Way Public Schools has started the process of developing an MTSS framework focusing on Tier 1 core academics, known as "guaranteed and viable curriculum." While positive, without a focus on universal design for learning for all scholars and tiered strategies to removing barriers to access and provide specially designed instructional supports, many scholars with disabilities are not succeeding.

5. FWPS is comparable to state and national special education population percentages. However, scholars of color are more likely to be classified as having a disability.

6. Scholars with disabilities in FWPS are graduating at rates comparable to state/nation; however achieving at significantly lower rates in ELA/Math compared to peers.
7. FWPS is in its 2nd year of PBIS (2016-2017), but scholars with disabilities are experiencing disproportionate rates of disciplinary actions.

8. Special education supports/services are developed with a focus on district defined programs rather than on the individual educational needs.

9. Special education supports & services lack a focus on access to and success in core curriculum.
10. Special education supports & services lack focus and clarity as to what is specially designed instruction (SDI).

11. Current structures and staffing models result in an overreliance on para-educators as opposed to highly qualified special education teachers.

12. Professional development is needed for special & general education teachers, educational assistants and other school/district level staff to design and implement high quality instruction that aligns to the district vision of high expectations for all scholars.
<table>
<thead>
<tr>
<th></th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>1</td>
<td>Align work in SSS to Focus on “High Expectations, High Support and No Excuses”</td>
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<tr>
<td>2</td>
<td>Improve TFL &amp; SSS Collaboration and Communication</td>
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<td>3</td>
<td>Improve Proactive SSS Structure &amp; Support</td>
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<td>4</td>
<td>Develop Multi-Tiered Systems of Support</td>
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<td>5</td>
<td>Attend to Disproportionality in Special Education</td>
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<td>6</td>
<td>Increase Academic Achievement and create sense of urgency around the need for improvement.</td>
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<td>7</td>
<td>Continue Implementation of PBIS and Social Emotional Supports</td>
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<td>8</td>
<td>Increase Continuum of Services at all Schools</td>
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<td>9</td>
<td>Increase Access to the Guaranteed and Viable Curriculum</td>
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<td>10</td>
<td>Focus on High Quality Specially Designed Instruction</td>
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<td>11</td>
<td>Appropriate Deployment of Teachers and Para-Educators</td>
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<td>12</td>
<td>Focus Professional Development on MTSS incorporating Universal Design for Learning</td>
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Goal: Increase responsiveness, support and alignment to theory of action through the development of district guides, systems and processes that are clearly articulated and accessible by all stakeholders.

Steps Taken
- Summer Sped Summit
- Alignment of Work to Strategic Plan
- Program Specialists at Secondary
- Special Education SBI Facilitator
- Procedural Manual Updates
- Canvas Site
- Monthly Newsletters
- Monthly Data Share with Principals
- TFL Representation at SEAC
- SBGR Collaboration
- Quarterly Family Newsletters
- Monthly Data Analysis and Dissemination Plan - Dashboard
- Family Guide
- Program Implementation Guides
- Co-Planning Expectations (with TFL)
- Problem Solving Teams
- Co-planning
- Principals Guide to Special Education
- Monthly Data Analysis and Dissemination Plan - Dashboard
- Program Implementation Guides
- Co-Teaching Expectations
- Community Advisory Board

Urban Collaborative Recommendations Addressed:
1, 2, 3: Develop proactive structures for collaboration and communication among all stakeholders and within the central office departments that focus on responsiveness, support and communicating high expectations for scholars with disabilities.
Communication and Collaboration Examples

- Monthly SEAC meetings include TFL and Superintendent’s Office Participants
- Monthly Special Education Parent Teacher Association Meetings
- Behavior Specialists and Program Specialist Bi-Weekly Meeting
- SBGR Committee Collaboration
- Curriculum Adoption Collaboration

Sped Data Dashboard

- Total # of Enrolled Students: 1,599
- SPED: 12.8% - 205
- ELL: 17.8% - 284

A Note from the Teaching for Learning Department
Student Support Services Updates • January 2019

K-12 SPS Math Curriculum Adoption
Pilot schools received training in September and October. Implementation of pilot curricula began October 15th. Pilot schools will continue to implement through March, with curriculum review meetings scheduled for April. Final decisions on curriculum adoption will be made through the math curriculum adoption committee and recommendations will be made to our Board of Education in May.

Achieve 3000 Implementation
Achieve 3000 is an ELA supplementary curriculum that should be used in SPS and ACP secondary classrooms. The curriculum is used to monitor progress, differentiate reading levels, and provide guided lessons specific reading skills. Our ACP and SPS teachers at TAH/Bag have made great progress in meeting the two articles per week goal. Way to go!

Goalbook Professional Development
In support of Goal 4 and in response to recommendations from our Urban Collaborative review, Student Support Services will be focusing on increasing outcomes for students with disabilities through the implementation of Standards-Based IEPs, Standards-Aligned Specially Designed Instruction, and collaboration with our general education colleagues. Goalbook is a teacher resource tool that helps teachers efficiently write standards-based IEPs, plan instruction, and share resources with general education colleagues. We will be providing a three-hour professional development for all SPS staff who write IEPs and use Goalbook. To learn more about Goalbook here, PD will occur on an early release day. This training will count as two of your district-directed PLCs. Staff are grouped by level. You can view the schedule here.

Ongoing IEP Writing Support and Synergy Training Opportunities
The 2018-2019 Special EducationProcedural Manual can be downloaded here. There have been no substantial changes to previous years. However, you will find the additional State Assessment information and updates to CQI and pre-AEP processes. We have also added some visual supports. Please reference this document for all Special Education Processes. Student Support Services will be providing deep in sessions for teachers to support IEP writing, intervention development and problem solving, and support with other special education processes, as well as, Synergy support on an ongoing basis. These will occur on Thursdays from 3:30 to 5:30 at the TSC. Staff should contact Patrick Roachman if they plan to attend and let him know what you are seeking assistance with so we can ensure program specialists with expertise are there to support.

Follow the schedule to determine which Goalbook Training sessions you should attend...

Sped Data Dashboard

- Total # of Enrolled Students: 1,599
- SPED: 12.8% - 205
- ELL: 17.8% - 284

Monthly Newsletter
Goal: Increase individualized data-based decisions regarding 1:1 support needs and Least Restrictive Environments while exploring opportunities to increase the continuum of services at all schools and to infuse and align professional development opportunities to district and department initiatives.

**Urban Collaborative Recommendations Addressed:**

11 & 12: Assure appropriate deployment, use and high-quality professional development of teachers and paraeducators in order to increase high quality instruction focused on high expectations for all scholars.
Recent Professional Development from SSS

Accommodations and Modifications

Online Module for all teachers

Accommodations and Modifications in the Classroom

Accommodations and modifications are a vital aspect of instruction that ensures all scholars have equitable access to grade level content. They may be built by the teacher, the specialist, or the SSS team on a case by case basis.

Topics Covered

Module 1: Building the Foundation (1 hour)
Module 2: Implementation (1 hour)
Module 3: Application (2 hour-optional for clock hours)
Goal: Increase high quality social emotional learning opportunities and decrease disproportionality in special education eligibility and discipline referrals.

Urban Collaborative Recommendations Addressed:
5 and 7: Update current evaluation and classification policies and practices to assure fidelity and decrease disproportionality of disciplinary actions for students with disabilities.
Social Emotional Learning Work

Quality Program Indicators for Children with Emotional and Behavior Disorders

Richard S. Neel
University of Washington

K. Kay Cusma
Jefferson County Public Schools
Golden, Colorado

Jaclyn Borock
Colorado Department of Education

See Richard
Special Education Division for Measured Progress

Special education professionals today find themselves challenged in new ways as they strive to provide effective programming for children with emotional and behavior disorders (EBD) in public schools. Factors contributing to

• PBIS PD/Coaching with outside consultants in 30 schools
• Behavior Specialists (7 total) in 4th school rotation (6-week rotations)
• Second Step Partnership with CHI Franciscan
• Integration of Synergy (Student Information System) with SWIS
• Para-Educator Training on behavior management and de-escalation strategies.

ELEM. SEB Program Improvement Planning
Goal: Increase academic achievement for all scholars with disabilities by ensuring access to the GVC, standards aligned IEPs, standards based specially designed instruction, the use of high leverage practices, and collaborative data-based decision making.

Urban Collaborative Recommendations Addressed:

4, 6, 8, 9, 10 & 12: Increase academic achievement for students with disabilities through district systems, including Multitiered Systems of Support (MTSS), making individualized data based decisions regarding specially designed instruction and programing that result in increased access to the general education curriculum.
Goal: Increase access to the Guaranteed and Viable Curriculum (GVC) and academic achievement for all scholars with disabilities by ensuring standards aligned IEPs, standards based specially designed instruction, the use of high leverage practices, explicit instruction and collaborative data-based decision making.

Urban Collaborative Recommendations: 4, 6, 8, 9, 10 & 12
In order to increase access to and achievement in the Guaranteed and Viable Curriculum all SSS service providers will:

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<th>COLLABORATE</th>
<th>DEVELOP</th>
<th>DESIGN</th>
<th>DELIVER</th>
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<tr>
<td>Collaborate with General Education teachers to</td>
<td>Develop rigorous, standards aligned,</td>
<td>Collaborate with general education teachers to design instructional</td>
<td>Deliver high quality, standards</td>
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<td>develop and provide high quality individualized</td>
<td>measurable IEP goals</td>
<td>strategies and develop resources that will increase scholar access to</td>
<td>aligned &amp; individualized specially</td>
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<tr>
<td>accommodations and modifications</td>
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<td>and increased achievement in the Guaranteed and Viable Curriculum</td>
<td>designed instruction</td>
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